

Ford PAS State Standards Alignment Template

STATE:

FLORIDA

From Concept to Consumer: Building a Foundation in Problem-Solving (1)

Appropriate Grade Level: 9 ☒ 10 ☒ 11 ☐ 12 ☐

This document is intended for schools and program sites to use when aligning the Ford PAS curriculum to the Florida Curriculum Standards. It lists the national academic content standards that are taught and applied (in aqua boxes) in this module and the corresponding Florida Curriculum Standard(s) by learning expectations (in white boxes). Note that this document identifies the most significant national academic standards that are addressed in this module so it does not correspond exactly to the Module Learning Goals in the Module 1 Teacher Guide. In some instances, standards listed here combine the language of more than one national standard or the wording is slightly modified to correspond more closely to the module content. This document uses the same abbreviations and number/letter designations that are in the Module Learning Goals tables in the Teacher Guide. "No corresponding Florida Curriculum Standard" means no state standard was found to match the national academic content standard. In addition, the activities in the module where the specific academic content knowledge is addressed are identified in the last column.

ACADEMIC CONTENT STANDARDS TAUGHT AND ASSESSED IN *FROM CONCEPT TO CONSUMER*

ENGLISH LANGUAGE ARTS			
NCTE/IRA 4: Adjust spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.			MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Strand 3: Writing Process - Standard 5: Publishing: The student will write a final product for the intended audience.		
	BENCHMARK CODE	BENCHMARK	
	LA.910.3.5.1	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);	
	LA.910.3.5.2	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and	
	LA.910.3.5.3	The student will sharing with others, or submitting for publication.	
	Strand 5: Communication Standard 2: Listening and Speaking: The student effectively applies listening and speaking strategies.		

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	BENCHMARK CODE	BENCHMARK
	LA.910.5.2.2	The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
	LA.910.5.2.3	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
	LA.910.5.2.4	The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and
	LA.910.5.2.5	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).
NCTE/IRA 5: Write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/>
STATE STANDARDS:	Strand 3: Writing Process - Standard 2: Drafting : The student will write a draft appropriate to the topic, audience, and purpose.	
	BENCHMARK CODE	BENCHMARK
	LA.910.3.2.1	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
	LA.910.3.2.2	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
	LA.910.3.2.3	The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.
NCTE/IRA 7: Gather, evaluate, and synthesize data from a variety of sources to communicate a particular purpose or to a particular audience.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Strand 6: Information and Media Literacy - Standard 2: Research Process: The student uses a systematic process for the collection, processing, and presentation of information.	
	BENCHMARK CODE	BENCHMARK
	LA.910.6.2.1	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
	LA.910.6.2.2	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions

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		using a variety of techniques, and correctly use standardized citations;
	LA.910.6.2.3	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
NCTE/IRA 8: Gather and synthesize information and create and communicate knowledge, using a variety of technological and information resources.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Strand 6: Information and Media Literacy - Standard 3: Media Literacy: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	
	BENCHMARK CODE	BENCHMARK
	LA.910.6.3.1	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
	LA.910.6.3.2	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
	LA.910.6.3.3	The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
NCTE/IRA 12: Use spoken, written, and visual language to accomplish own purposes.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/>
STATE STANDARDS:	Strand 6: Information and Media Literacy - Standard 4: Technology: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
	BENCHMARK CODE	BENCHMARK
	LA.910.6.4.1	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and
	LA.910.6.4.2	The student will routinely use digital tools for publication, communication and productivity.
NCEE (Pitt) 1c: Read and comprehend informational materials and produce written or oral work that summarizes information.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/>
STATE STANDARDS:	Strand: Reading Process - Standard 7: Reading Comprehension: The student uses a variety of strategies to comprehend grade level text.	
	BENCHMARK CODE	BENCHMARK
	LA.910.1.7.3	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;
NCEE (Pitt) 2a: Write a report appropriate for a purpose, audience, and context, with an organizing structure, appropriate facts and details, and a sense of closure.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE	Strand: Writing Applications - Standard 2: Informative: The student develops and demonstrates technical writing that	

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STANDARDS:	provides information related to real-world tasks.	
	BENCHMARK CODE	BENCHMARK
	LA.910.4.2.3	The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
NCEE (Pitt) 2d: Write a narrative procedure that provides a guide to action and anticipates readers' needs.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/>
STATE STANDARDS:	Strand: Writing Applications - Standard 1: Creative: The student develops and demonstrates creative writing.	
	BENCHMARK CODE	BENCHMARK
	LA.910.4.1.1	The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and
NCEE (Pitt) 7b: Produce functional documents appropriate for an audience and purpose; organizing and conveying information and ideas accurately, including relevant details; anticipating readers' problems, mistakes, and misunderstandings; and employing effective word choices.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/>
STATE STANDARDS:	Strand: Writing Applications - Standard 2: Informative The student develops and demonstrates technical writing that provides information related to real-world tasks.	
	BENCHMARK CODE	BENCHMARK
	LA.910.4.2.1	The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);
SOCIAL STUDIES		
NCSS 4h: Work independently and cooperatively to accomplish goals.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	No corresponding Florida curriculum standard.	
NCSS 8b: Make judgments about the transformation of the physical world and human society by science and technology.		MODULE ACTIVITIES 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Strand: Humanities - Standard 3: Understand how transportation, trade, communication, science, and technology influence the progression and regression of cultures.	
	BENCHMARK CODE	BENCHMARK
	SS.912.H.3.1	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

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	SS.912.H.3.2	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
NCSS 8c: Analyze how science and technology both influence and are influenced by the core values, beliefs, and attitudes of society.		MODULE ACTIVITIES 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	No corresponding Florida curriculum standard for 9 th and 10 th grade.	
NCHS 2H: Utilize graphic organizers to illustrate historical information.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Strand: World History - Standard 1: Utilize historical inquiry skills and analytical processes.	
	BENCHMARK CODE	BENCHMARK
	SS.912.W.1.1	Use timelines to establish cause and effect relationships of historical events.
	Strand: American History	
	Standard 1: Use research and inquiry skills to analyze American history using primary and secondary sources.	
	BENCHMARK CODE	BENCHMARK
	SS.912.A.1.3	Utilize timelines to identify the time sequence of historical data.
	SS.912.A.1.4	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
NCHS 3C: Analyze cause-and-effect relationships and the role of chance.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Strand: World History - Standard 1: Utilize historical inquiry skills and analytical processes.	
	BENCHMARK CODE	BENCHMARK
	SS.912.W.1.1	Use timelines to establish cause and effect relationships of historical events.
NCHS 3J: Hypothesize the influence of the past.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Strand: World History - Standard 1: Utilize historical inquiry skills and analytical processes.	
	BENCHMARK CODE	BENCHMARK
	SS.912.W.1.4	Explain how historians use historical inquiry and other sciences to understand the past.
BUSINESS		
NBEA: ECON 3: Explain importance of productivity and discuss productivity systems, such as division of labor.		MODULE ACTIVITIES

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2008 NBEA: ECON 6: Explain the importance of productivity and analyze how specialization, division of labor, investment in physical and human capital, and technological change affect productivity and global trade.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
		4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
STATE STANDARDS:	Strand: Economics - Standard 1: Understand the fundamental concepts relevant to the development of a market economy.			
	BENCHMARK CODE	BENCHMARK		
	SS.912.E.1.1	Identify the factors of production and why they are necessary for the production of goods and services.		
2008 NBEA: IT 3: Gather, evaluate, use, cite, and disseminate information from technology sources.		MODULE ACTIVITIES		
		1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>
		4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>	6 <input type="checkbox"/>
STATE STANDARDS:				
NBEA: MGT 6: Identify and compare different organizational structures.		MODULE ACTIVITIES		
2008 NBEA: MGT 3: Analyze the organization of a business.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>
		4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
STATE STANDARDS:				
ENGINEERING				
McREL 14: Use the design process to solve problems.		MODULE ACTIVITIES		
		1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
		4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input checked="" type="checkbox"/>
STATE STANDARDS: Engineering Technology I Course Number: 8600570	11.0 <u>Demonstrate the abilities to apply the design process.</u> – The student will be able to: 11.01 Identify the design problem to solve and decide whether or not to address it. STL.11.M 11.02 List criteria and constraints and determine how these will affect the design process. STL.11.N 11.03 Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product. STL.11.O 11.04 Evaluate the design solution using conceptual, physical, and mathematical models at various intervals of the design process in order to check for proper design and to note areas where improvements are needed. STL.11.P			
McREL 16: Understand various manufacturing processes.		MODULE ACTIVITIES		
		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
		4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>	6 <input checked="" type="checkbox"/>
STATE STANDARDS: Engineering Technology I	19.0 <u>Demonstrate an understanding of and be able to select and use manufacturing technologies.</u> – The student will be able to: 19.01 Service products to keep them in good operating condition. STL.19.L 19.02 Classify materials based on their qualities as natural, synthetic, or mixed. STL.19.M			

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Course Number: 8600570	19.03 Classify goods as durable goods designed to operate for a long period of time, or non-durable goods designed to operate for a short period of time. STL.19.N 19.04 Identify and classify manufacturing systems into types, such as customized production, batch production, and continuous production. STL.19.O 19.05 Discuss the interchangeability of parts to increase the effectiveness of manufacturing processes. STL.19.P 19.06 Employ marketing techniques involving establishing a product’s identity, conducting research on its potential, advertising it, distributing it, and selling it. STL.19.R				
McREL 17: Understand elements of production planning.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/>			
STATE STANDARDS:	Same as above				
McREL 18: Understand concepts of production control in the manufacturing industry.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/>			
STATE STANDARDS:	Same as above				
TECHNOLOGY					
2008 ISTE 1a: Apply existing knowledge to generate new ideas, products, or processes.		MODULE ACTIVITIES 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>			
STATE STANDARDS:					
ISTE 5.1: Use technology to locate, evaluate, and collect information.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/>			
2008 ISTE 3b: Locate, organize, analyze, evaluate, and ethically use information from a variety of sources and media.					
STATE STANDARDS:					
ITEA 6: Understand the role of society in the development and use of technology.		MODULE ACTIVITIES 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>			
STATE STANDARDS:					
ITEA 7: Understand the influence of technology on history.		MODULE ACTIVITIES 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>			
STATE	07.0 Demonstrate an understanding of the influence of technology on history. – The student will be able to:				

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<div>STANDARDS: Course Title: Technology Studies I</div> <div>Course Number: 8600510</div>	07.01 Research how the evolution of civilization has been directly affected by, and has in turn affected, the development and use of tools and materials. 07.02 Define the history of technology as a powerful force in reshaping the social, cultural, political, and economic landscape.		
CORE SKILLS			
EFF-NIFL/SCANS A2: CONVEY IDEAS IN WRITING: Determine writing purpose, organize and present information with appropriate usage and spelling, seek feedback, and revise to enhance effectiveness.			<div>MODULE ACTIVITIES</div> <div>1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/></div>
STATE STANDARDS:	Strand: Writing Process - Standard 1: Prewriting The student will use prewriting strategies to generate ideas and formulate a plan.		
	BENCHMARK CODE	BENCHMARK	
	LA.910.3.1.2	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and	
	Strand: Writing Process		
	Standard 2: Drafting The student will write a draft appropriate to the topic, audience, and purpose.		
	BENCHMARK CODE	BENCHMARK	
	LA.910.3.2.1	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;	
	LA.910.3.2.2	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and	
	LA.910.3.2.3	The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.	
	Strand: Writing Process - Standard 3: The student will revise and refine the draft for clarity and effectiveness.		
BENCHMARK CODE	BENCHMARK		
LA.910.3.3.1	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;		
LA.910.3.3.2	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;		
LA.910.3.3.3	The student will revise by creating precision and interest by elaborating ideas through supporting		

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		details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
	LA.910.3.3.4	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
EFF-NIFL/SCANS A3: INTERPRET AND CONVEY IDEAS VISUALLY: Interpret and construct visual representations, including symbols, pictures, graphs, blueprints, schematics, flowcharts, and concept maps.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/>
STATE STANDARDS:	Strand: Writing Process - Standard 5: Publishing The student will write a final product for the intended audience	
	BENCHMARK CODE	BENCHMARK
	LA.910.3.5.1	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
	LA.910.3.5.2	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and
	LA.910.3.5.3	The student will share with others, or submitting for publication.
EFF-NIFL/SCANS A4: SPEAK SO OTHERS CAN UNDERSTAND: Determine communication purpose; organize and relay information, paying attention to proper usage, pace, and gesture; and monitor comprehension.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Strand: Communication - Standard 2: Listening and Speaking The student effectively applies listening and speaking strategies.	
	BENCHMARK CODE	BENCHMARK
	LA.910.5.2.2	The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
	LA.910.5.2.3	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
	LA.910.5.2.4	The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and
	LA.910.5.2.5	The student will research and organize information that integrates appropriate media into

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		presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).
EFF-NIFL/SCANS B2: SOLVE PROBLEMS AND MAKE DECISIONS: Identify problems, understand root causes, generate and evaluate consequences of alternative solutions, and establish criteria for evaluating effectiveness.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	"No corresponding academic content standard."	
EFF-NIFL/SCANS B3: USE LOGICAL REASONING: Discover rules or principles underlying relationships among objects or situations, draw conclusions, apply to new situations, and evaluate correctness of conclusions.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	"No corresponding academic content standard."	
EFF-NIFL/SCANS B4: THINK CREATIVELY: Use imagination, combine ideas or information in new ways, reshape goals to reveal new possibilities, and make connections between seemingly unrelated ideas.		MODULE ACTIVITIES 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	"No corresponding academic content standard."	
EFF-NIFL/SCANS B5: UNDERSTAND COMPLEX SYSTEMS: Understand how social, organizational, and technological systems work; monitor and correct performance; suggest modifications; and develop alternative systems.		MODULE ACTIVITIES 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	"No corresponding academic content standard."	
EFF-NIFL/SCANS B6: PLAN: Set and prioritize goals; develop an organized approach; prepare budgets, schedules, and work plans; track and monitor progress; and evaluate effectiveness.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/>
STATE STANDARDS:	"No corresponding academic content standard."	
EFF-NIFL/SCANS C1: COOPERATE WITH OTHERS: Interact with respect for others' ideas and contributions, seek and offer clear input, and adjust actions in order to jointly accomplish a task.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	"No corresponding academic content standard."	
EFF-NIFL/SCANS C2: ADVOCATE AND INFLUENCE: Define objectives, gather facts to build a case, assess and take into account others' interests and resources, present a clear case, and revise it in response to feedback.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Strand: Writing Applications - Standard 3: Persuasion The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
	BENCHMARK CODE	BENCHMARK

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	LA.910.4.3.1	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
	LA.910.4.3.2	The student will include persuasive techniques.
EFF-NIFL/SCANS C3: RESOLVE CONFLICT AND NEGOTIATE: Acknowledge conflict, identify areas of agreement and disagreement, generate “win-win” options, and evaluate and revise approaches.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	“No corresponding academic content standard.”	
EFF-NIFL/SCANS D3: LEARN THROUGH RESEARCH: Pose questions to be answered, use multiple approaches to find information, and organize, evaluate, analyze, interpret, and report on findings.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/>
STATE STANDARDS:	Strand: Information and Media Literacy - Standard 2: Research Process The student uses a systematic process for the collection, processing, and presentation of information.	
	BENCHMARK CODE	BENCHMARK
	LA.910.6.2.1	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
	LA.910.6.2.2	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
	LA.910.6.2.3	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
	LA.910.6.2.4	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
EFF-NIFL/SCANS D4: USE INFORMATION AND COMMUNICATIONS TECHNOLOGY: Use computers, the Internet, and other technology tools to acquire, process, and manage information, and learn and practice skills.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/>
STATE STANDARDS:	Strand: Information and Media Literacy - Standard 3: Media Literacy The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	
	BENCHMARK CODE	BENCHMARK
	LA.910.6.3.2	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
	LA.910.6.3.3	The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.

Ford PAS State Standards Alignment Template

SELECTED ACADEMIC CONTENT STANDARDS APPLIED THROUGHOUT *FROM CONCEPT TO CONSUMER*

ENGLISH LANGUAGE ARTS

NCEE (Pitt) 3c: Prepare and deliver a presentation that shapes information to achieve a particular purpose and to appeal to the interests and knowledge of audience members.

STATE STANDARDS:	Strand: Communication - Standard 2: Listening and Speaking The student effectively applies listening and speaking strategies.	
	BENCHMARK CODE	BENCHMARK
	LA.910.5.2.2	The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
	LA.910.5.2.3	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
	LA.910.5.2.4	The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and
	LA.910.5.2.5	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).

SOCIAL STUDIES

NCSS 2b: Time, Continuity, and Change: Use concepts such as chronology and causality to analyze patterns of historical change and continuity.

STATE STANDARDS:	"No corresponding academic content standard."
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NCSS 4h: Individual Development and Identity: Work independently and cooperatively to accomplish goals.

STATE STANDARDS:	"No corresponding academic content standard."
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TECHNOLOGY

ISTE 3.1: Use technology tools to enhance learning, productivity, and creativity.

2008 ISTE 6b: Select and use applications effectively and productively.

STATE STANDARDS:	
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